



ARIZONA'S ENGLISH LANGUAGE LEARNERS

Arizona Department of Education
Office of English Language Acquisition Services

Agenda



- Student Population
- Achievement of English Language Learners
- Structured English Immersion Models
 - Refinements adopted December 2014



ELL POPULATION

FY 2014 ELL Population



Approximately
85,000 ELLs
per the *SDELL71*
Report

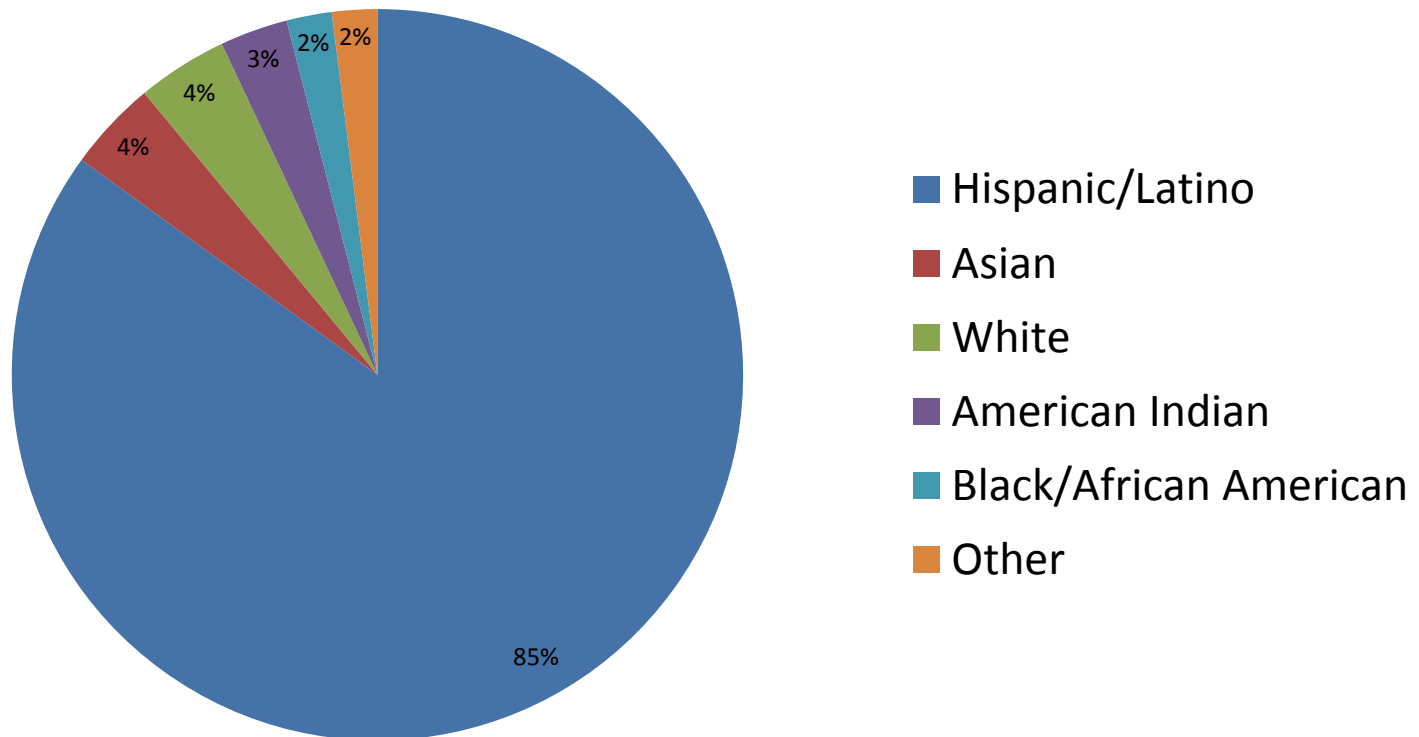
Grade Span	Percent of ELLs
K-5	77%
6-8	13%
9-12	10%

Grade	Percent of ELLs
K	14%
1	17%
2	16%
3	11%
4	11%
5	8%
6	5%
7	5%
8	3%
9	4%
10	2%
11	2%
12	2%

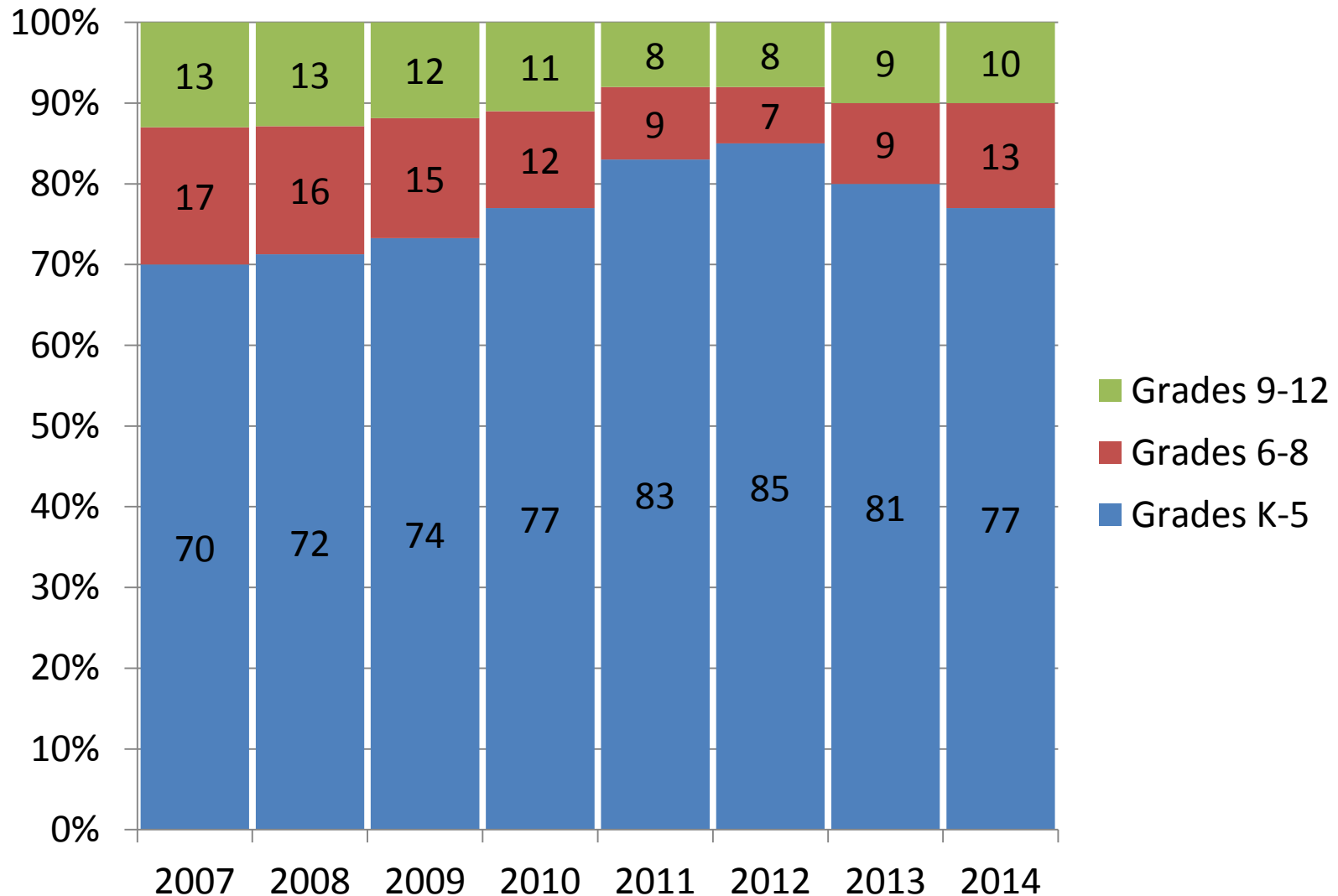
Percent ELLs by Ethnicity



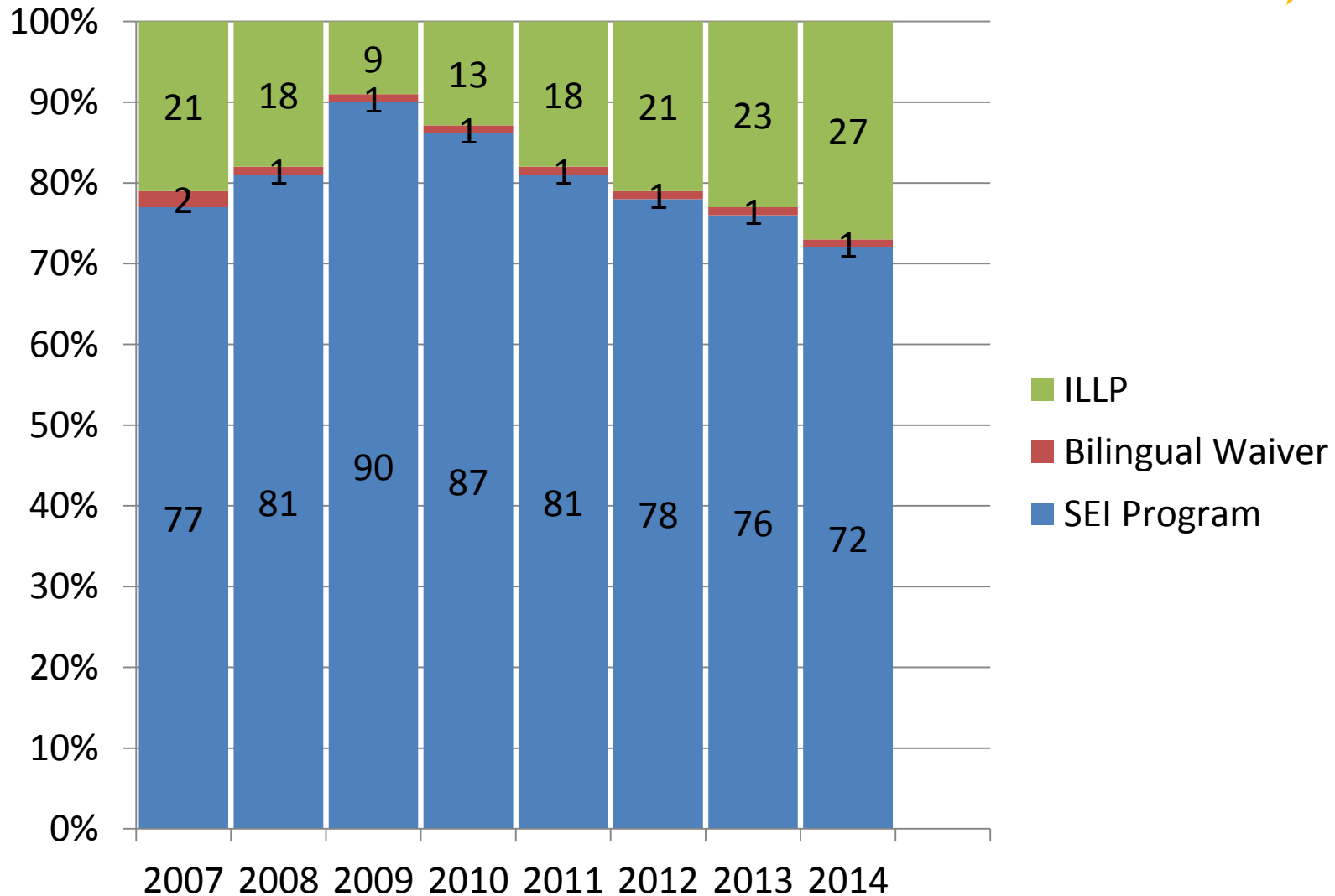
Percent ELLs by Ethnicity, FY 2014



Percent ELL by Grade Span, 2007-2014



ELL Population by Program





ACHIEVEMENT

Arizona Statewide Reclassification Rates for ELLs



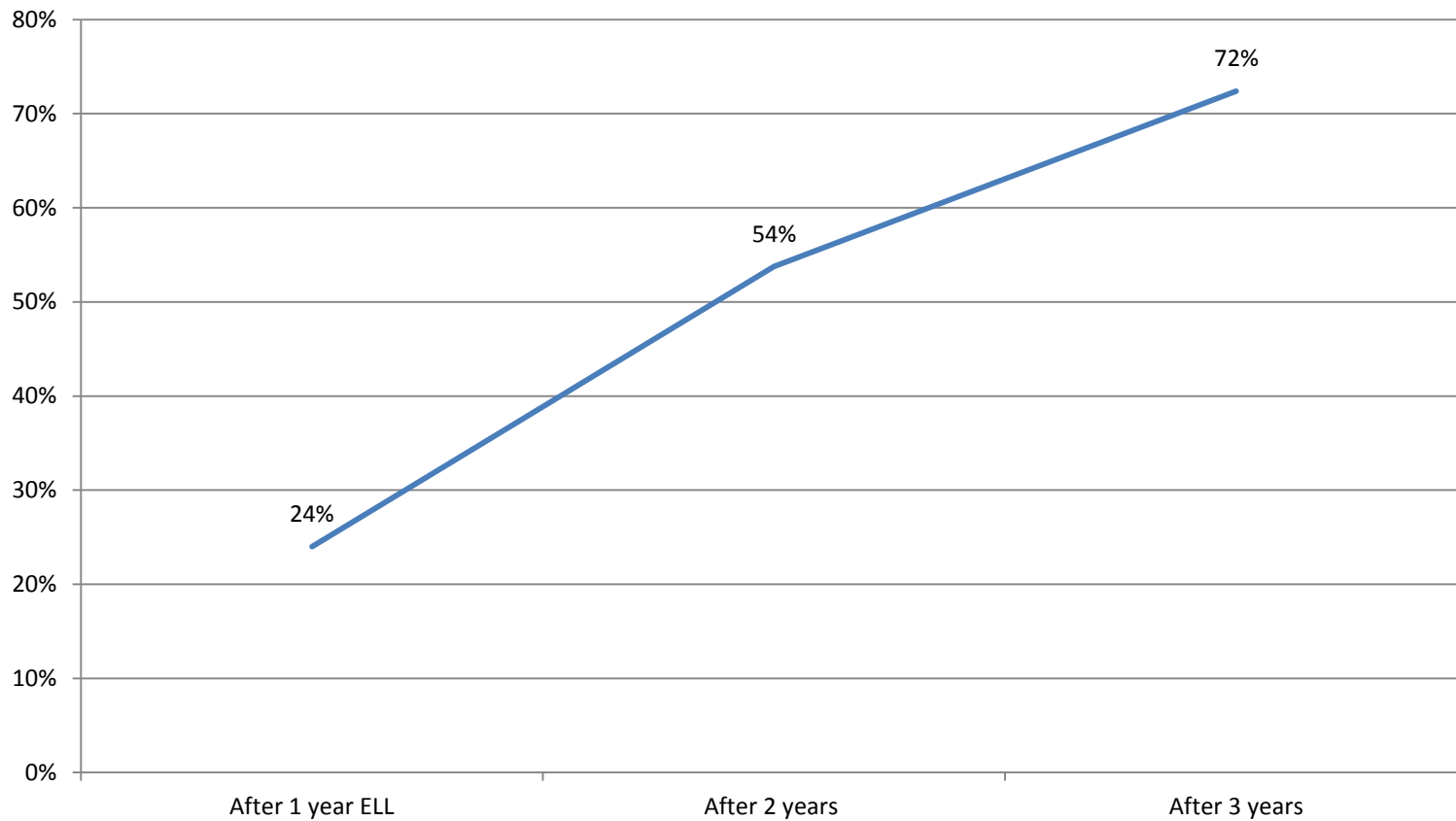
The statewide reclassification rate for English language learners (ELLs) is calculated as the percentage of students classified as ELLs who have scored proficient on the state's English language proficiency assessment (AZELLA) during the school year.

Fiscal Year	School Year	Statewide Reclassification Rate
FY 2005	2004-2005	17%
FY 2006	2005-2006	15%
FY 2007	2006-2007	12%
FY 2008	2007-2008	22%
FY 2009	2008-2009	29%
FY 2010	2009-2010	30%
FY 2011	2010-2011	33%
FY 2012	2011-2012	31%
FY 2013	2012-2013	24%
FY 2014	2013-2014	30%

Tracking ELL Cohort



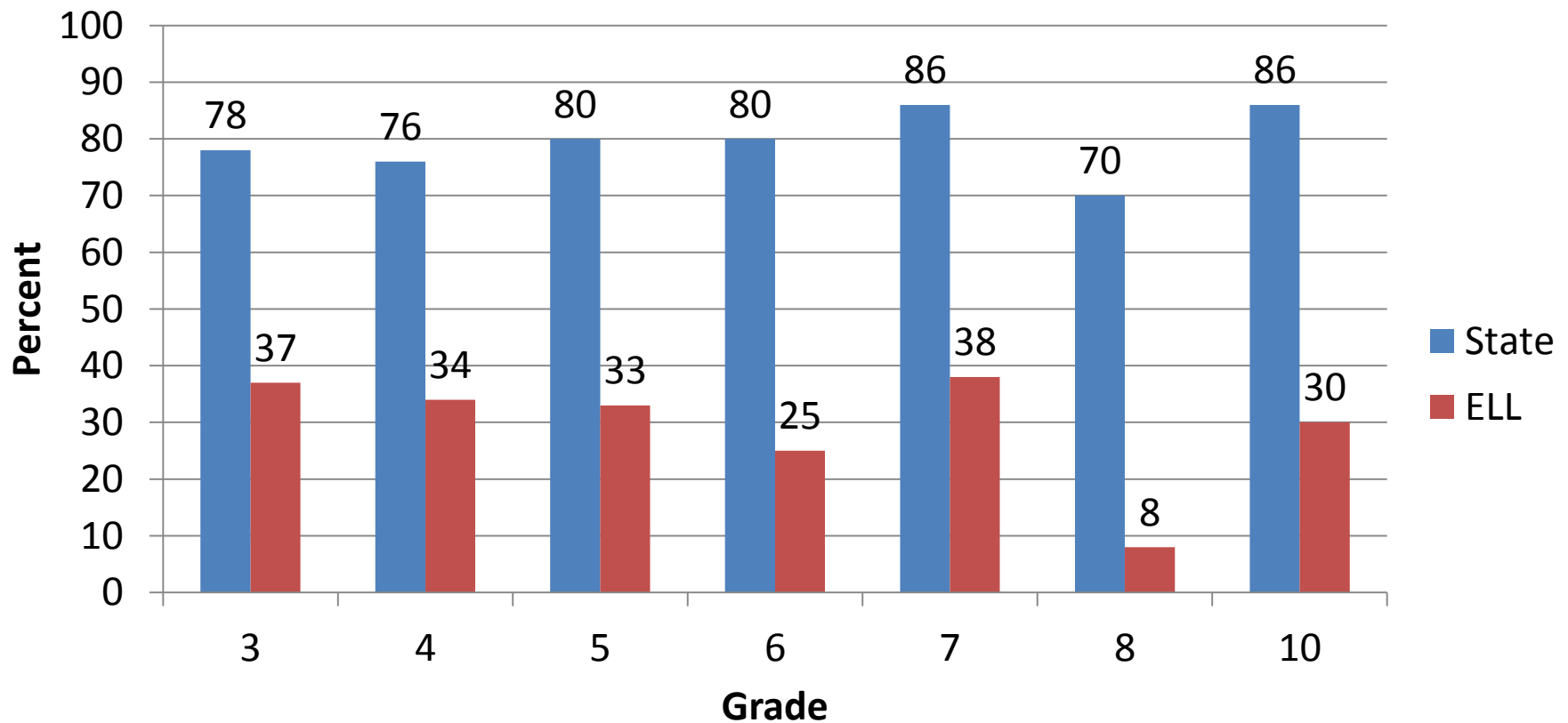
Cohort 2012, Reclassification within 3 Years



AIMS Reading – ELLs



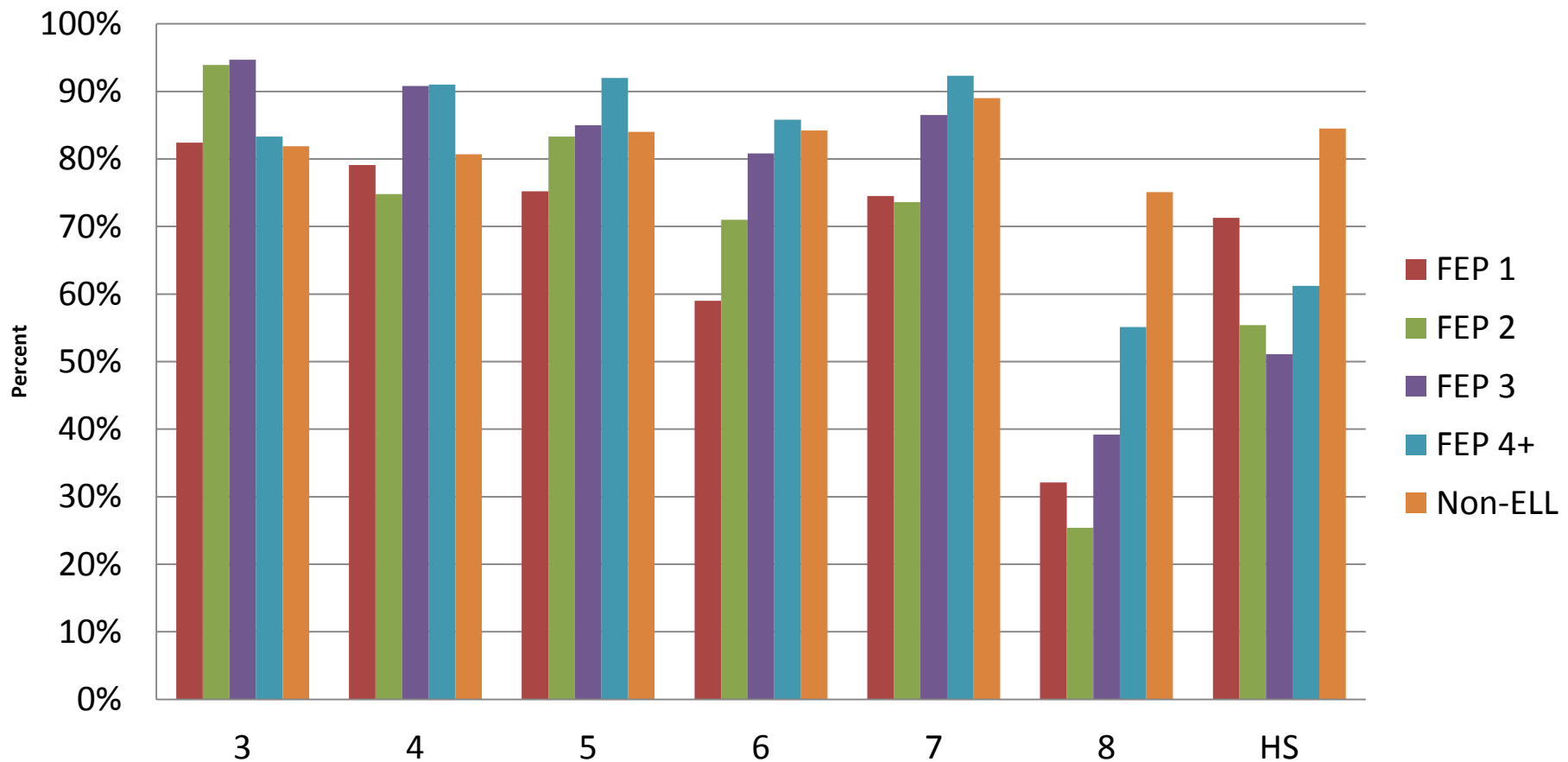
**Percent Passing AIMS Reading,
Grades 3-8 and 10, FY 2014**



2014 AIMS Reading - Percent Passing, Fluent English Proficient vs. Non-ELL Status



Percent of FEP and Non-ELL Students Passing AIMS Reading by Grade, FY 2014





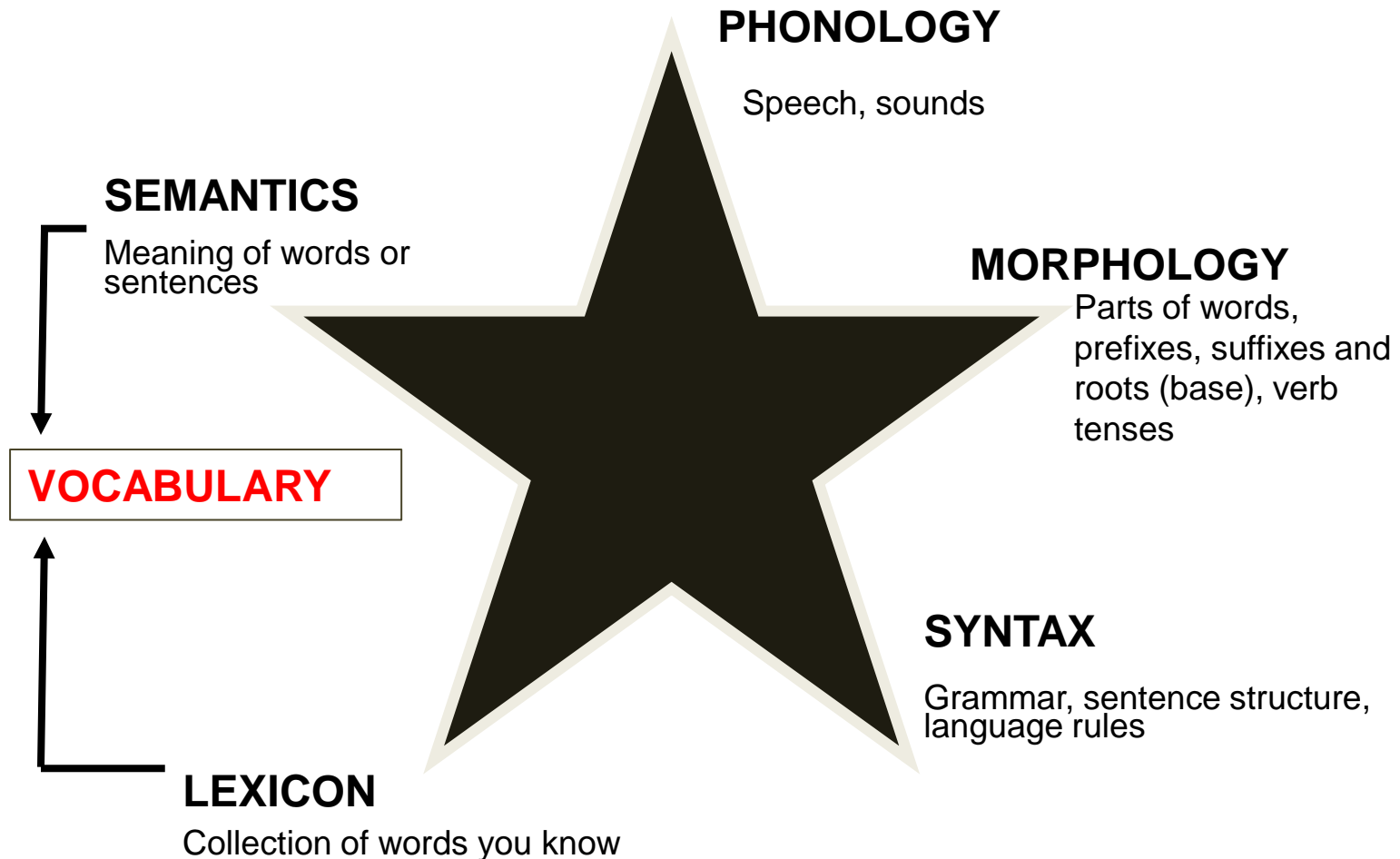
STRUCTURED ENGLISH IMMERSION MODELS

Four Fundamental Elements



1. 4 hours of English Language Development - as defined in SEI Models
2. Lessons taught using the ELP Standards
3. ELLs grouped by language proficiency levels
4. Highly Qualified Teacher

ELD Components



Allocations and Standards



<p><i>Time Allocation</i></p>	<p>Oral English Conversation/Vocabulary</p> <p>60 minutes</p>		<p>Reading</p> <p>60 minutes</p>	<p>Writing</p> <p>60 minutes</p>	<p>Grammar</p> <p>60 minutes</p>
<p><i>Standards to Use</i></p>	<p>Listening & Speaking Domain</p>	<p>Language Strand</p> <ul style="list-style-type: none"> •Vocabulary 	<p>Reading Domain</p>	<p>Writing Domain</p>	<p>Language Strand</p> <ul style="list-style-type: none"> •Standard English Conventions

SUPER SEI STRATEGIES



- Always establish the language objective
- ALWAYS use the 50/50 Rule
 - Teacher speaks 50%
 - Student speaks 50%
- ALWAYS push students to their productive discomfort level
- ALWAYS have students respond in complete sentences
- ALWAYS remember the teacher does nothing students can do themselves

Secondary Model Refinements



Provide an option for SEI English Teacher(s) and /or ELL Coordinators to reduce, up to 2 hours, the time required within the SEI Models for ELLs who:

- Demonstrate overall proficiency at the intermediate level on Arizona English Language Learner Assessment (AZELLA), and
- Are in at least their 2nd year of English language development (ELD) instruction.

For those ELL students for which the SEI English teacher(s) and /or ELL Coordinator have determined that flexibility is appropriate, the SEI English teacher(s) shall recommend course selection based on individual student data that includes AZELLA and at least one other form of data which could include the state assessment, local formative assessment, student work or course grades.

Elementary Model Refinements



Integration of the four hour time blocks for first year ELLs and all ELLs at or below the intermediate proficiency level.

Refinements:

- Allow elementary and self-contained middle schools flexibility to provide the following services to first year ELLs and all ELLs at or below the intermediate proficiency level:
- ELD instruction using the English Language Proficiency (ELP) standards during two “blocks”, totaling 4 hours:
 - Block 1: 120 minutes of integrated reading, oral English conversation and vocabulary
 - Block 2: 120 minutes of integrated writing and grammar
- Up to 30 minutes of literacy intervention services with non-ELL students that may count towards the 4-hour requirement if those services meet the instructional needs of the ELL student. *(Please be aware that these services must be provided using state and local funds to ensure federal funds are not supplanted.)*

Elementary Model Refinements



Intermediate Level ELLs in at least their 2nd year

Refinements:

Allow elementary and self-contained middle schools flexibility to integrate required instructional domains and reduce, up to 1 hour, the time required within the SEI Models for ELLs who:

- Demonstrate overall proficiency at the intermediate level on AZELLA, and
- Are in at least their 2nd year of ELD instruction.
- For those ELLs for which flexibility is appropriate, ELD instruction using ELP standards may be delivered during two “blocks”, totaling 3 hours:
 - Block 1: 90 minutes of integrated writing and grammar
 - Block 2: 90 minutes of integrated reading, oral English conversation and vocabulary

Questions



Do these refinements replace the SEI Models?

The refinements do not replace the current Models, but are an addition to the current Models.

Questions



Do we have to implement the refinements?

The implementation of the refinements is optional and at the discretion of the LEA.

Questions



Have there been any changes to grouping structures?

There are no changes to the grouping structures. If there are 20 or fewer students in a three-grade span, the LEA may choose to use an Individual Language Learner Plan (ILLP). If there are more than 20 students in a three-grade span, the LEA must provide SEI classrooms.

Questions



Can middle schools use the secondary model refinement?

Sixth – Eighth grade departmentalized classrooms may implement the secondary model refinements.

Questions



How do we determine in which SEI classes the secondary student should be enrolled?

The SEI English teacher(s) and/or ELL Coordinator shall recommend course selection based on individual student data that includes AZELLA and at least one other form of data which could include the state assessment, local formative assessment, student work, or course grades.

Questions



Can I implement a refinement at one school within my LEA and not another?

Yes, you may have the ability to implement the refinements at one school and not at another school within your LEA.

Questions



Can I implement a refinement at one grade level and not the others?

Yes, you may have the ability to implement the refinements at one grade level and not at another within a school.

Questions



Do we need to submit paperwork to inform OELAS when we are implementing refinements?

You will not need to inform OELAS when implementing the refinements; however, you will need to provide that specific information prior to a monitoring visit.

Questions



Will we need to document time differently?

Yes, lesson plans and daily schedules may look different than in the past based on the implementation of the refinements.

Questions



Does a year of ELL instruction from another state count?

No, ELLs must receive one year of instruction in Arizona's Structured English Immersion Models prior to being eligible to participate in the refinements.



Thank you

Kelly Koenig
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Office of English Language Acquisition Services